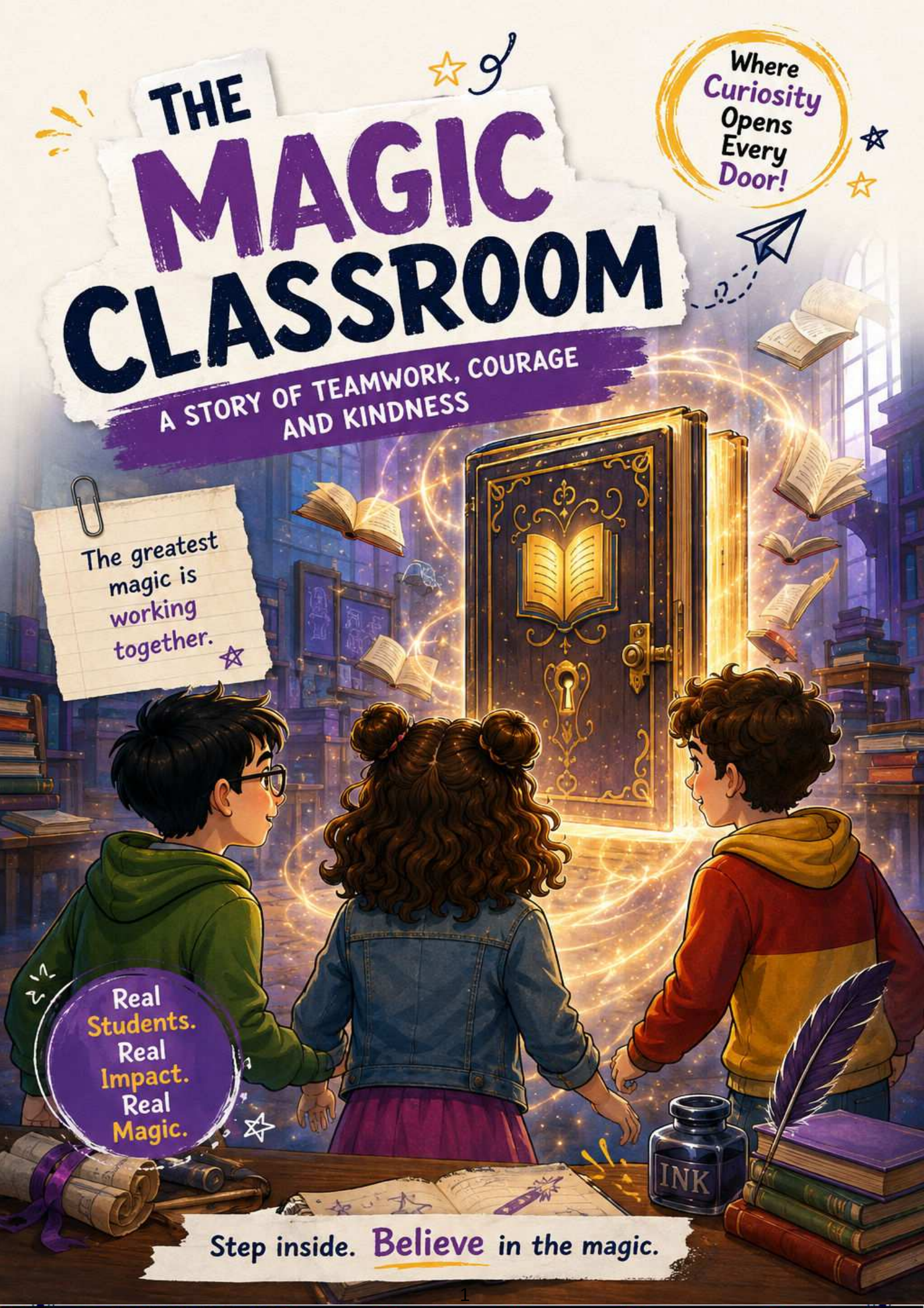

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

THE MAGIC CLASSROOM

Teamwork • Courage • Respect
Kindness • Curiosity

CHARACTERS

Mr. Adam

The teacher who introduced the Magic Classroom.

مستر آدم: المعلم الذي قدم الفصل السحري.

Sara

A student who was always eager to learn and collaborate.

سارة: طالبة كانت دائمًا شغوفة بالتعلم والتعاون.

Omar

Sometimes a shy student who found his courage.

عمر: أحيانًا طالب خجول وجد شجاعته.

Zain

A calm, kind student who encouraged his friends.

زين: طالب هادئ ولطيف كان يشجع أصدقاءه.

EVENTS MAP

1. Mr. Adam announced the Magic Classroom challenge, telling the students they needed responsibility and teamwork to succeed.

2. The children entered a magical room filled with floating puzzles and faced their first challenge: unlocking a special box.

3. Sara, Omar, and Zain shared ideas and worked perfectly as a team to open the box and move forward.

4. The next challenge was an invisible bridge that required respect, ambition, and courage from the students in order to cross it.

5. By holding hands, encouraging each other, and speaking kind words, the invisible bridge appeared slowly beneath their feet.

6. Mr. Adam appeared in the final room and explained that the real magic wasn't the puzzles, but the good values they showed and promised to use forever.

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Chapter One

Reading Comprehension

The First Challenge

Characters & Roles

Mr. Adam
The teacher who introduced the Magic Classroom.

Sara
Helpful and curious. She wants to help her team.

Omar
A shy boy who becomes brave with his friends.

Zain
Encouraging and kind. He supports his friends.

Values

- Teamwork
- Responsibility
- Curiosity
- Courage
- Respect

Key Events

1. The children in a village school loved learning new things.
2. Their teacher, Mr. Adam, told them about the Magic Classroom.
3. He said they must work together and show responsibility to succeed.
4. They entered a magical room full of floating puzzles and shining books.
5. A message said they must collaborate and stay curious to unlock mysteries.
6. Sara wanted to help, and Zain encouraged Omar, who was shy.
7. Their first challenge was a locked box, which they opened by working as a team.
8. They smiled and felt ready for the next magical challenge.

Quick Review

1. Who told the children about the Magic Classroom?
2. What was their first challenge?
3. How did they open the box?
4. What lesson did they learn?

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KEY VOCABULARY

1 announcement (n)

إعلان / تنويه

2 challenge (n)

تحدي

3 cheerful (adj)

مبتهج / مرح

4 collaborate (v)

يتعاون

5 curious (adj)

فضولي

6 mystery (n)

لغز / سر

7 responsibility (n)

مسؤولية

8 shy (adj)

خجول

VOCABULARY ON READING

appear (v)	يظهر	locked (adj)	مغلق / مقفل
bright (adj)	مشرق / لامع	magical (adj)	سحري
clue (n)	دليل	nervous (adj)	عصبي / متوتر
discover (v)	يكتشف	puzzle (n)	لغز
encourage (v)	يشجع	shining (adj)	لامع / متألق
floating (adj)	عائم / يطفو	solve (v)	يحل
glowing (adj)	متوهج / متألق	succeed (v)	ينجح في
light (n)	ضوء / نور	unlock (v)	يفتح القفل

LANGUAGE EXPRESSIONS AND PREPOSITIONS

click open	ينقر ليفتح	filled with	ممتلئ بـ
eager to	متلهف لـ	ready for	جاهز / مستعد لـ

DEFINITIONS

cheerful	مبتهج / مرح	happy and positive(1) person	إيجابي (1)
curious	فضولي	feeling interested in(2) learning and knowing	مهتم بـ (2)
collaborate	يتعاون	to work with another person or a group of people	قدرة (3)
challenge	تحدٍّ	something that is difficult and tests someone's ability(3) to compete	

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1 In a cheerful[1] village school, the children loved discovering new things. One day, their teacher, Mr. Adam, made an exciting announcement[2]. "Next week, we will enter the Magic Classroom," he said. "To succeed, you need to show responsibility[3] and together."

What do the children need to do to succeed?

2 The children were curious[4] and excited. When the day came, they walked through a glowing door and found themselves in a room filled with floating puzzles, shining books, and magical clues. On the wall, a message read: "Only those who collaborate[5] and stay curious can unlock the mysteries.[6]"

What did the children find inside the room?

3 Sara, who was always eager to learn, said, "Let's think carefully and help each other." Omar, who sometimes felt shy, looked nervous. Zain, calm and kind, encouraged him, "We'll do it together."

Who encouraged Omar when he felt nervous?

4 Their first challenge[7] was a locked box. They shared ideas and solved the challenge by working as a team. As the box clicked open, a bright light appeared, and a new challenge was waiting. They smiled, ready for whatever came next.

What was the children's first challenge?

1. cheerful مبتهج / مرح
2. announcement إعلان / تنويه
3. responsibility مسؤولية
4. curious فضولي
5. collaborate يتعاون
6. mysteries ألغاز / أسرار
7. challenge تحدى

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FACTUAL QUESTIONS

1. **What was Mr. Adam's advice?** ما هي نصيحة الأستاذ آدم؟
   - That they need to show responsibility and work together to succeed.

2. **Who was always eager to learn?** من كان دائما متحمسا للتعلم؟
   - Sara was always eager to learn.

3. **What did the children love doing in the village school?** ماذا أحب الأطفال أن يفعلوا في مدرسة القرية؟
   - They loved discovering new things.

4. **What was the children's first challenge?** ماذا كان التحدي الأول للأطفال؟
   - Their first challenge was a locked box.

5. **How did the children solve the first challenge?** كيف حل الأطفال التحدي الأول؟
   - They solved it by sharing ideas and working as a team.

CRITICAL THINKING QUESTIONS

1. **Why do you think children were curious and excited about the Magic Classroom?** لماذا تعتقد أن الأطفال كانوا فضوليين ومتحمسين للفصل السحري؟
   - Because it was a new place filled with mysteries and magical things.

2. **Why do you think sharing ideas is useful?** لماذا تعتقد أن تبادل الأفكار مفيد؟
   - Because working as a team helps people solve hard challenges.

3. **Do you think Zain showed that he is a good friend to Omar? How?** هل تعتقد أن زين أظهر أنه صديق جيد لعمر؟ كيف؟
   - He encouraged Omar when he felt nervous.

4. **Why do you think the message said they must "stay curious"?** لماذا تعتقد أن الرسالة قالت إنه يجب عليهم "البقاء فضوليين"؟
   - Because wanting to learn is important for unlocking mysteries.

5. **Why do you think exchanging ideas is useful in doing projects?** لماذا تعتقد أن تبادل الأفكار مفيد في عمل المشاريع؟
   - Because it helps us learn from each other and solve problems.

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1 CHOOSE THE CORRECT ANSWER FROM a, b, c, OR d:

1. **Omar felt ..... at the beginning.**
   - a sad
   - b nervous
   - c excited
   - d happy
2. **Who made the announcement?**
   - a Sara
   - b Omar
   - c Zain
   - d Mr. Adam
3. **How did the children manage to solve the first challenge?**
   - b They fought together.
   - b They shared ideas.
   - c They helped other teams.
   - d They made a map.
4. **The children felt ..... after they opened the box.**
   - a angry
   - b scared
   - c happy
   - d worried
5. **The children solved the challenge by working ..... .**
   - a separately
   - b sadly
   - c alone
   - d as a team

2 WRITE TRUE (T) OR FALSE (F):

1. The students opened the locked box by sharing ideas and working together. (.....) T F
2. The children were curious and excited to enter the Magic Classroom. (.....) T F
3. The first challenge was solving a puzzle. (.....) T F
4. Omar felt shy and nervous about the challenge. (.....) T F
5. The children loved to discover new things. (.....) T F

3 ANSWER THE FOLLOWING QUESTIONS:

1. What did the children love doing in the village school?
   .....
2. What was Mr. Adam's advice to the children?
   .....
3. What was the message on the wall?
   .....
4. Why do you think the teacher gave the children a locked box as their first challenge?
   .....
   .....
5. What would you do if you were in the Magic Classroom?
   .....
   .....

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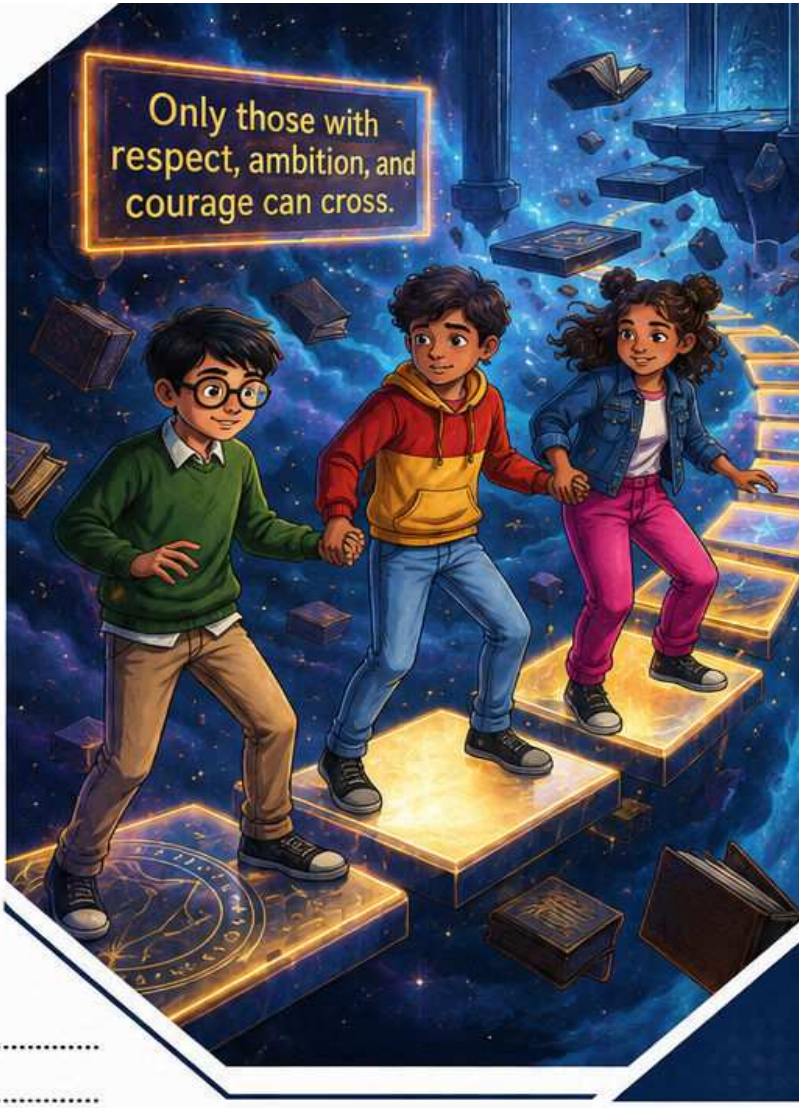
2 CHAPTER TWO: The Power of Unity



REMEMBER FROM CHAPTER (1):

The children entered the Magic Classroom and needed to work together to succeed. They cooperated, solved the challenges, and opened the locked box.

دخل الأطفال إلى الفصل السحري وكانوا بحاجة إلى العمل معًا لتحقيق النجاح. تعاونوا وتمكنوا من حل التحديات وفتحوا الصندوق المقفل.

How did the children solve the first challenge?

.....

.....

CHAPTER (2) IN POINTS:

1. The children entered the Magic Classroom again and saw an invisible bridge with a glowing sign.
دخل الأطفال الفصل السحري مجددًا ورأوا جسرًا غير مرئي مع لافتة مضيئة.
2. The sign read: "Only those with respect, ambition, and courage can cross."
قالت اللافتة: «فقط من يتحلون بالاحترام والطموح والشجاعة يمكنهم العبور».
3. They stepped onto the bridge, held hands, and encouraged each other.
صعدوا على الجسر وتمسكوا بأيدي بعضهم البعض وشجعوا بعضهم البعض.
4. The bridge appeared when they spoke kind words and took brave steps.
ظهر الجسر عندما تحدثوا بكلمات طيبة واتخذوا خطوات شجاعة.
5. The friends cheered Omar on when he hesitated.
شجع الأصدقاء عمر عندما تردد.
6. A golden door appeared, and a message told them to never give up.
ظهر باب ذهبي، أخبرتهم الرسالة ألا يستسلموا أبدًا.
7. The team tried many ideas and refused to quit.
جرب الفريق أفكارًا كثيرة ورفضوا الاستسلام.
8. They sang together, the door opened, and they laughed proudly.
غنوا معًا، وفتح الباب، وضحكوا بفخر.

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KEY VOCABULARY

1 ambition (n)

طموح

2 beneath (adv)

تحت / أسفل

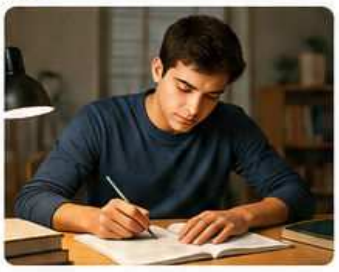
3 breath (n)

نفس / تتنفس

4 courage (n)

شجاعة

5 determination (n)



عزيمة

6 hesitate (v)

يتردد

7 invisible (adj)

خفى

8 respect (v) / unity (n)

احترام / وحدة

VOCABULARY ON READING

brave (adj)	شجاع	quit (v)	يترك / يستسلم
bridge (n)	جسر / كوبري	refuse (v)	يرفض
clap (v)	يصفق	remind (v)	يذكّر
golden (adj)	ذهبي	scared (adj)	خائف
key (n)	مفتاح	whisper (v)	يهمس

LANGUAGE EXPRESSIONS AND PREPOSITIONS

care for	يرعى / يهتم بـ	proud of	فخور بـ
cheer ... on	يشجع / يهتف لـ	step onto	يخطو على
give up	يستسلم / يتخلى عن	take a deep breath	يأخذ نفسا عميقًا
hold hands	يمسك الأيدى	take a step	يخطو خطوة

DEFINITIONS

invisible	خفى	cannot be seen
respect	احترام / يحترم	showing care(1) and kindness to others
courage	شجاعة	being confident, not afraid
ambition	طموح	a strong desire(2) to achieve

(1) عناية / اهتمام

(2) رغبة

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A. READING COMPREHENSION

1 **What did Sara think about respect?** ماذا اعتقدت سارة عن الاحترام SB

- She thought respect meant they listened and cared for each other.

2 **What did they find at the end of the bridge?** ماذا وجدوا في نهاية الجسر؟ SB

- They found a golden door with a message.

3 **Who hesitated on the bridge?** من تردد على الجسر؟ SB

- Omar hesitated on the bridge.

4 **What did the glowing sign say?** ماذا قالت اللافتة المضيئة؟ SB

- It said that only those with respect, ambition, and courage could cross.

5 **How did the golden door open?** كيف فتح الباب الذهبي؟ SB

- It opened slowly when they sang together.

B. CRITICAL THINKING QUESTIONS

1 **How did the kind words help the children?** كيف ساعدت الكلمات الطيبة الأطفال؟ SB

- They made the invisible bridge appear slowly beneath their feet.

2 **"Maybe unity is the key." What do you think this sentence means?** SB
«ربما الوحدة هي المفتاح» . ماذا تعتقد أن هذه الجملة تعني؟

- I think it means that working together always helps.

3 **What do you think is the lesson you learned from Chapter Two?** SB
ما الدرس الذي تعلمته من الفصل الثاني برأيك؟

- I think it is teamwork, courage, and determination that make difficult things possible.

4 **Why did Omar's friends cheer him on?** لمادا شجع الأصدقاء عمر؟ SB

- To remind him he was not alone.

5 **Why did they refuse to quit at the golden door?** لماذا رفضوا الاستسلام عند الباب الذهبي؟ SB

- Because the message told them that determination opened every door.

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CHAPTER TWO THE POWER OF UNITY

The next time the students entered, the Magic Classroom was more difficult. In front of the children was an invisible bridge. A glowing[1] sign read: "Only those with respect, ambition, and courage can cross[2]."

What does the glowing sign say?

Sara thought for a moment[3]. "Respect means we listen and care for each other." Zain added, "Ambition means we believe in our success[4]."

Omar took a deep breath, "Courage means we try even when we are scared."

What does courage mean to Omar?

They stepped onto the invisible bridge, holding hands and encouraging[5] one another. Every kind word they spoke and every brave step they took made the bridge appear slowly beneath their feet. When Omar hesitated, his friends cheered him on, reminding him he wasn't alone.

How do the friends help Omar?

At the end of the bridge, a golden door appeared with a message: "Determination opens every door. Never give up[6]."

The team tried many ideas but nothing worked. Hours passed. They refused to quit. Finally, Omar whispered, "Let's sing together. Maybe unity is the key."

They sang, and slowly, the golden door opened. They clapped and laughed, proud[7] of their teamwork.

How do the students open the golden door?

A. READING COMPREHENSION

1	What did Sara think about respect?	ماذا اعتقدت سارة عن الاحترام؟	SB
2	What did they find at the end of the bridge?	ماذا وجدوا في نهاية الجسر؟	SB
3	Who hesitated on the bridge?	من تردد على الجسر؟	SB
4	What did the glowing sign say?	ماذا قالت اللافتة المضيئة؟	SB
5	How did the golden door open?	كيف فتح الباب الذهبي؟	SB

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1 Choose the correct answer from a, b, c, or d:

1. The Magic Classroom had a/an ..... bridge that the children cannot see at first.

   a) invisible | **b)** ugly | **c)** heavy | **d)** open

2. Sara said that ..... means we listen and care for each other.

   a) ambition | **b)** respect | **c)** courage | **d)** danger

3. Zain thought that ..... means they believe in their success.

   a) fear | **b)** respect | **c)** ambition | **d)** magic

4. Omar showed ..... because he tries even when he feels scared.

   a) courage | **b)** sadness | **c)** homework | **d)** unity

5. When Omar ..... on the bridge, his friends cheer him on to help him.

   a) played | **b)** hesitated | **c)** slept | **d)** ran

2 Write True (T) or False (F):

1. The children crossed the bridge holding hands. (.....) SB
2. The sign for the bridge listed "kindness" as a required quality. (.....) SB
3. The bridge appeared instantly as they stepped on it. (.....) SB
4. Unity can't help them open the golden door. (.....) SB
5. Singing together helped the children open the golden door. (.....) SB

3 Answer the following questions:

1. What did the children see in front of them?

   .....

2. What did the word "respect" mean to Sara?

   .....

3. What did Zain say about ambition?

   .....

4. Why do you think the bridge was invisible at the beginning?

   .....

5. What do you think the lesson learned from Chapter Two is?

   .....

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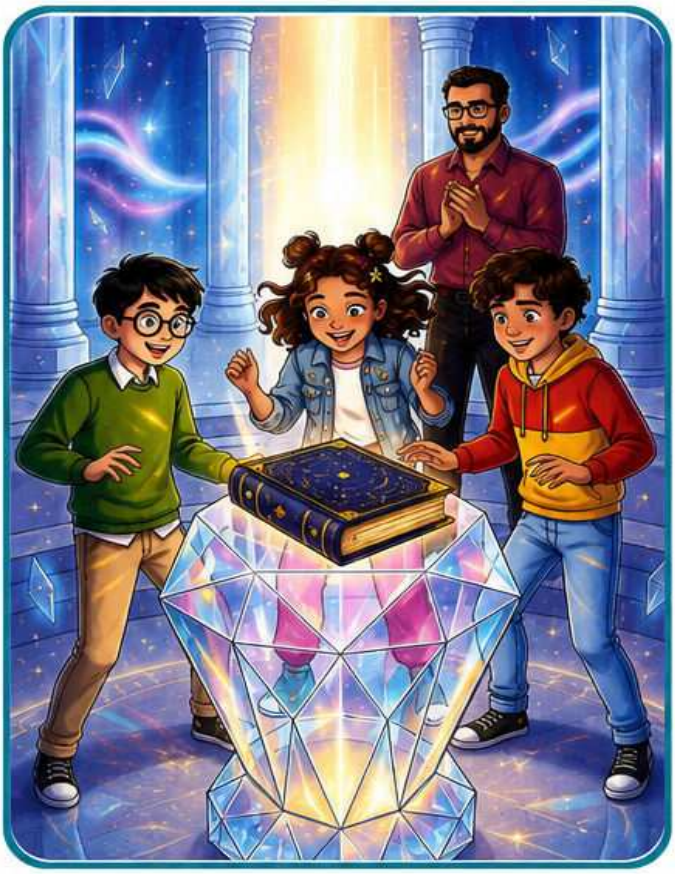
3 Chapter Three: The Greatest Lessons



Remember From Chapter (2)

The students entered the Magic Classroom and worked together to cross an invisible bridge by showing respect, ambition, and courage. In the end, their determination and unity helped them open the golden door.

دخل الطلاب الفصل السحري وتعاونوا لعبور جسر غير مرئي، مُظهرين الاحترام والطموح والشجاعة. وفي النهاية، ساعدهم عـزمهم ووحدتهم على فتح الباب الذهبي.

- What message do you think Chapter Two gives?

.....

Chapter (3) in points: الفصل الثالث في نقاط:

1. The children found a glowing book on a crystal stand in the final room.
   وجد الأطفال كتابًا مضيئًا على حامل كريستالي في الغرفة الأخيرة.
2. Mr. Adam smiled and told them they had completed the Magic Classroom.
   ابتسم الأستاذ أدم وأخبرهم أنهم أكملوا الفصل السحري.
3. He explained that the real magic was the values they showed, not the puzzles.
   أوضح أن السحر الحقيقي هو القيم التي أظهروها، وليس الألغاز.
4. Glowing words appeared in the book, like responsibility, teamwork, and courage.
   ظهرت كلمات مضيئة في الكتاب، مثل: المسؤولية، والعمل، الجماعي، والشجاعة.
5. Sara and Zain said they solved problems by working together and respecting each other.
   قالت سارة وزين إنهما حلا المشكلات من خلال العمل معًا واحترام بعضهما البعض.
6. Omar smiled because his friends' belief in him gave him courage.
   ابتسم عمر لأن إيمان أصدقائه به منحه الشجاعة.
7. The children learned that the greatest lessons are about kindness and never giving up.
   تعلم الأطفال أن أعظم الدروس تدور حول اللطف وعدم الاستسلام أبدًا.

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CHAPTER THREE The Greatest Lessons

Inside the final room, the children found a glowing book on a crystal stand. Mr. Adam appeared with a warm smile. "You have completed the Magic Classroom," he said. "But remember, the real magic is not in the puzzles, it is in the values you showed."

He opened the magical book, and glowing words appeared: "Responsibility(1), Curiosity(2), Teamwork(3), Respect(4), Determination(5), Courage(6)."

New Words

(1) المسؤولية
(2) الفضول
(3) العمل الجماعي
(4) الاحترام
(5) العزيمة
(6) الشجاعة
(7) ابتسم
(8) يهز رأسه بالموافقة
(9) الأمانة
(10) القيم

What did the children find in the final room?

- Sara smiled, "We solved every problem by working together."
- Zain added, "We respected each other and stayed curious."
- Omar grinned(7), "I had courage because my friends believed in me."
- Mr. Adam nodded(8), "You also showed honesty(9)—doing the right thing even when no one was watching."

Why did Omar have courage?

The children returned to their classroom, their hearts full of pride and happiness. From that day on, they promised to use these values(10) in everything they did—at school, at home, and online.

They knew that the greatest lessons they had learned were not about magic, but about kindness, respect, and never giving up on themselves or each other.

Where did the children promise to use these values?

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KEY VOCABULARY المفردات الرئيسية

1 curiosity (n)

فضول

2 kindness (n)

لطف / طيبة

3 grin (ned) (v)

يبتسم

4 nod (ded) (v)

يومئ / يهز رأسه بالموافقة

5 complete (d) (v)

يكمل

6 crystal stand (n)

حامل كريستال

7 final (adj)

نهائي

8 happiness (n)

سعادة

VOCABULARY ON READING مفردات على القراءة

■ pride (n)	فخر	■ complete (d) (v)	يكمل
■ promise (d) (v)	يعد / يوعد	■ crystal stand (n)	حامل كريستال
■ return (ed) (v)	يعود / يرجع	■ final (adj)	نهائي
■ teamwork (n)	عمل جماعي	■ happiness (n)	سعادة
■ values (n)	قيم	■ honesty (n)	أمانة
■ warm smile (n)	ابتسامة دافئة / لطيفة	■ magic (n)	سحر

LANGUAGE EXPRESSIONS AND PREPOSITIONS التعبيرات اللغوية وحروف الجر

■ solve a problem	يحل مشكلة	■ do the right thing	يفعل الشيء الصحيح
■ stay curious	يبقى فضوليًا	■ from that day on	منذ ذلك اليوم
■ work together	نعمل معًا	■ full of	مليء بـ

DEFINITIONS التعريفات

curious فضولي	To be keen(1) to learn or know more about something	(1) حريص
determination عزيمة	not giving up(2), even when things are hard	(2) يستسلم
grin يبتسم	to smile	(3) ابتسامة
nod يومئ / يهز رأسه بالموافقة	to move the head up and down to show agreement(3)	(3) اتفاق

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FACTUAL QUESTIONS

1 **Where was the glowing book?** SB — أين كان الكتاب المضيء؟

- It was on a crystal stand in the final room.

2 **Who opened the magical book?** SB — من فتح الكتاب السحري؟

- Mr. Adam opened the magical book.

3 **Who did the children see in the final room?** SB — من الذي رآه الأطفال في الغرفة الأخيرة؟

- They saw their teacher, Mr. Adam.

4 **What values appeared in the magical book?** SB — ما هي القيم التي ظهرت في الكتاب السحري؟

- Responsibility, curiosity, teamwork, respect, determination, and courage.

5 **How did the children feel when they returned to their classroom?** SB

كيف شعر الأطفال عندما عادوا إلى فصلهم الدراسي؟

- Their hearts were full of pride and happiness.

CRITICAL THINKING QUESTIONS

1 **How do you think the children help Omar change?** SB — كيف تعتقد أن الأطفال ساعدوا عمراً على التغيير؟

- They helped him by believing in him, which gave him courage.

2 **Why do you think the teacher was proud of the children?** SB — لماذا تعتقد أن المعلم كان فخورًا بالأطفال؟

- Because they showed great values like teamwork, honesty, and respect.

3 **What does it mean to "do the right thing even when no one was watching"?**

ماذا يعني فعل «الشيء الصحيح حتى عندما لا يراك أحد»؟

- It means to be honest all the time.

4 **Why did Mr. Adam say the real magic is not in the puzzles?** SB

- Because learning good values is more important in real life.

5 **How can you use the value of "teamwork" at your school?** SB

- By helping my classmates and working together on school projects.

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1 Choose the correct answer from a, b, c, or d:

1. The children found a ..... in the final room. SB
   a) glowing book b) magic world c) locked door d) treasure box

2. Sara said that they ..... so they solved every problem. SB
   a) left the room b) worked together c) stayed inside

3. The children promised to ..... after leaving the room. SB
   a) play more games b) stop being curious
   c) use values they learned in life d) forget the final lesson

4. The greatest lessons they learned were about respect and ..... . SB
   a) magic b) kindness c) animals d) puzzles

5. Glowing words appeared in the magical book, like responsibility and ..... . SB
   a) teamwork b) boxes c) doors d) bridges

2 Write True (T) or False (F):

1. The children returned to their classroom with hearts full of pride and happiness. (.....) (أسيوط 2026)
2. The glowing words appeared in the magical board. (.....) (أسيوط 2026)
3. In the final room, the children found a glowing book. (.....) (الشرقية 2026)
4. Mr. Adam told the children that the real magic was in the puzzles. (.....)
5. The children's greatest lessons were about magic tricks. (.....)

3 Answer the following questions:

1. Where was the glowing book? (أسيوط 2026)
2. Who did the children see in the final room? (الأقصر 2026)
3. How did the kind words help the children? (الفيوم 2026)
4. How do you think the children solved every problem they faced?
5. Why do you think the children's hearts were full of pride and happiness?

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CHARACTERS

Sara

A student who reminded everyone to be fair and organized the team.

سارة: طالبة تذكرت الجميع أن يكونوا عادلين ونظمت الفريق.

Omar

A student who fixed the pipes and learned to listen to others.

عمر: طالب أصلح الأنابيب وتعلم الاستماع للأخرين.

Zain

A calm student who designed the model for the machine.

زين: طالب هادئ صمم نموذج الآلة.

Lily

A new friend who felt shy at first, but then she became brave to help.

ليلي: صديقة جديدة شعرت بالخجل في البداية، لكنها أصبحت شجاعة لتساعد.

Karim

A new friend who tested the water flow and learned from his mistakes.

كريم: صديق جديد اختبر تدفق المياه وتعلم من أخطائه.

The teacher

The teacher who was proud of the students' teamwork and values.

المعلمة: كانت فخورة بعمل الطلاب الجماعي وقيمهم.

EVENTS MAP

1

Sara, Omar, Zain, Lily, and Karim decided to build a water-saving machine for the annual invention fair in their village.

2

At first, Omar wanted to take the lead, and Lily felt left out, but Sara reminded them that they were a team and everyone's ideas matter.

3

The children worked together using their determination, dividing the tasks so that each member had a special role to play.

4

When the machine didn't work perfectly and some felt sad, Sara encouraged them, and they helped Karim fix a mistake without blaming him.

5

At the Invention Fair, the team confidently explained their project to the judges, showing that their goal was to help their village.

6

Although another team won first prize, their teacher told them they were the real winners because they showed honesty, cooperation, and true teamwork.

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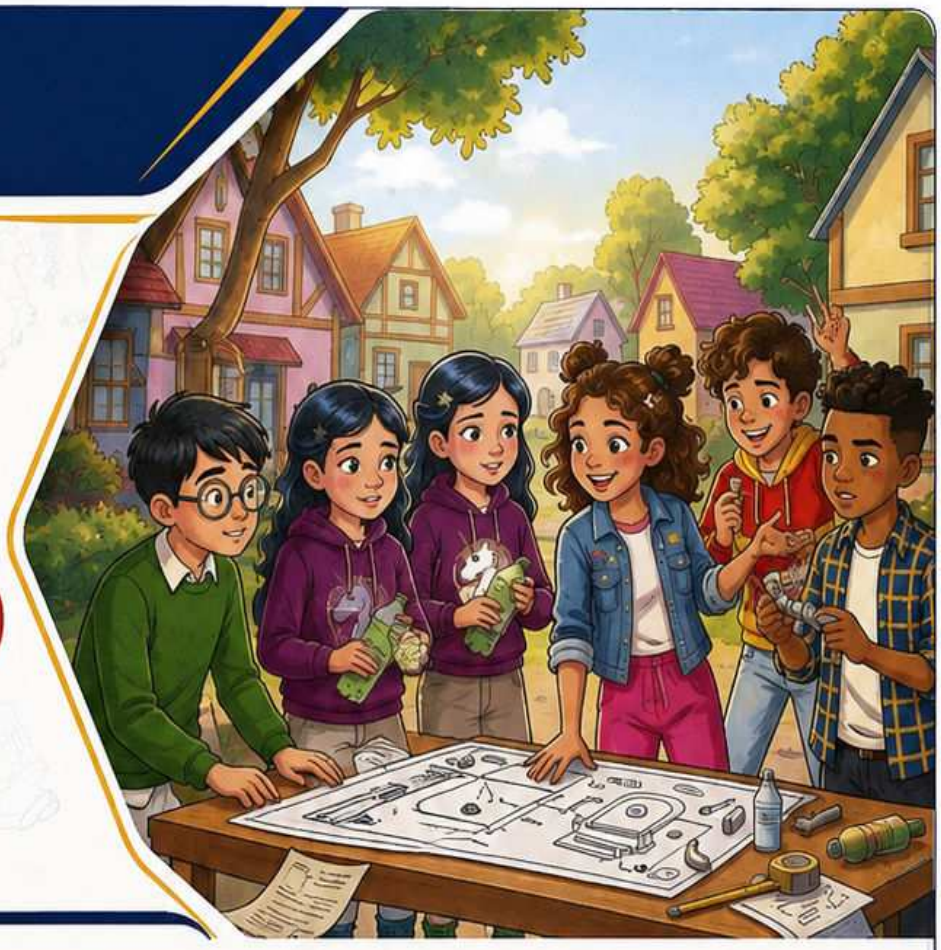
CHAPTER 1

NEVER GIVE UP



Chapter (1) in points: الفصل الأول في نقاط:

1. There is an annual invention fair in the cheerful village.
   - يوجد معرض اختراعات سنوي في القرية البهيجة.
2. Sara, Omar, Zain, Lily, and Karim decided to build a water-saving machine.
   - سارة وعمر وزين وليلي وكريم قرروا بناء آلة لتوفير المياه.
3. In their first meeting, Omar wanted to finish quickly and take the lead.
   - في إجتماعهم الأول، أراد عمر الانتهاء بسرعة وتولي القيادة.
4. Lily felt left out because her ideas were ignored.
   - شعرت ليلي بالتجاهل لأن أفكارها تم تجاهلها.
5. Sara said they needed to be fair because everyone's ideas matter.
   - قالت سارة إنه يجب أن يكونوا عادلين لأن أفكار الجميع مهمة.
6. Karim added wisely that they must have honesty and think carefully.
   - أضاف كريم بحكمة أنه يجب أن يتحلوا بالصدق ويفكروا بعناية.
7. They agreed to respect each other and give everyone a chance to speak.
   - وانفقوا على احترام بعضهم البعض وإعطاء الجميع فرصة للتحدث.
8. They used their curiosity to improve the machine step by step.
   - أستخدموا فضولهم لتحسين الآلة خطوة بخطوة.

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KEY VOCABULARY المفردات الرئيسية

1

create (v)
يبتكر / ينشئ

2

give up (v)
يستسلم / يتخلى عن

3

lead (n)
قيادة

4

fair (adj)
عادل

5

ignore (v)
يتجاهل / يهمل

6

honesty (n)
صدق / أمانة

7

agree (v)
يوافق

8

flow (n)
تدفق

VOCABULARY ON READING مفردات على القراءة

Word	Type	Meaning	Word	Type	Meaning
invention fair	(n)	معرض الاختراعات	judgment	(n)	حكم
annual	(adj)	سنوي	machine	(n)	آلة
curiosity	(n)	فضول / حب الاستطلاع	material	(n)	مادة خام
eco-friendly	(adj)	صديق للبيئة	matter	(n)	يهم / يكون مهمًا
fix	(v)	يصلح	pipe	(n)	أنبوب / ماسورة
flow	(n)	تدفق	suggest	(v)	يقترح
determination	(n)	عزيمة / إصرار	water-saving	(adj)	موفر للمياه
gently	(adv)	بلطف			

LANGUAGE EXPRESSIONS AND PREPOSITIONS التعبيرات اللغوية وحروف الجر

at first	في البداية	keep organized	يبقى منظمًا
design a model	يصمم نموذجًا	keep trying	يستمر في المحاولة
give a chance to	يعطي فرصة لـ	take the lead	يتولى القيادة

DEFINITIONS التعريفات

create	يبتكر	to make or invent something new
ignore	يتجاهل / يهمل	not to listen or give attention[1] to someone or something
honesty	صدق / أمانة	being honest and having strong moral principles[2]
give up	يستسلم / يتخلى عن	to stop

(1) انتباه
(2) مبادئ أخلاقية

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CHAPTER ONE
NEVER GIVE UP

In the cheerful village, there is an annual[1] invention fair[2]. The children were excited to create something useful. Sara, Omar, Zain, and two new friends, Lily and Karim, decided to build a Water-Saving Machine[3].

What did the children decide to build?

.....

In their first meeting, Omar wanted to finish quickly and take the lead[4]. Lily felt left out[5] because her ideas were ignored[6]. Sara stopped and said gently, "We need to be fair[7]. Everyone's ideas matter. We are a team."

Why did Lily feel left out?

.....

Karim added wisely, "We must have honesty[8]. Let's make honest[9] choices and think carefully." They all agreed to respect each other and give everyone a chance to speak. Even when their ideas failed at first, they kept trying. "Determination!" Sara reminded them. "We can't give up."

What did Karim say they must have?

.....

Together, they used their curiosity and good judgment[10] to improve the machine step by step. Each member of the team had a role. Zain designed the model. Omar fixed the pipes. Lily suggested eco-friendly[11] materials. Karim tested the water flow, and Sara kept everyone organized. The more they worked together, the stronger their friendship became.

Who fixed the pipes for the machine?

.....

المفردات

1. سنوي
2. معرض
3. آلة توفير المياه
4. القيادة
5. منبوذ / مستبعد
6. يتجاهل
7. عادل
8. أمانة / صدق
9. أمين
10. حُكم
11. صديق للبيئة

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Answer the following questions:

1. **How did the children feel about creating something useful?** SB
كيف شعر الأطفال حيال ابتكار شيء مفيد؟

• They felt very excited to create something useful.

2. **What did Omar want in the first meeting?** SB
ماذا أراد عمر في الاجتماع الأول؟

• He wanted to finish quickly and take the lead.

3. **What did all the children agree to do at the end?** SB
على ماذا وافق جميع الأطفال في النهاية؟

• They agreed to respect each other and give everyone a chance to speak.

4. **Who suggested using eco-friendly materials?** SB
من اقترح استخدام مواد صديقة للبيئة؟

• Lily suggested using eco-friendly materials.

5. **What did Zain design for the team?** SB
ماذا صمم زين للفريق؟

• Zain designed the model for the water-saving machine.

Critical thinking questions:

1. **Why do you think we should have honesty?** SB
لماذا تعتقد أنه يجب أن نتحلى بالصدق؟

• Because honesty helps us make good choices and trust our friends in a team.

2. **What might happen if the other children didn't refuse what Omar did?** SB
ماذا قد يحدث لو لم يرفض الأطفال الآخرون ما فعله عمر؟

• Lily might stay sad, and the team might not work well together.

3. **Why is it important to give everyone a chance to speak?** SB
لماذا من المهم إعطاء الجميع فرصة للتحدث؟

• Because everyone has different ideas, and listening makes everyone feel important and happy.

4. **Why do you think Sara reminded them of "determination" when their ideas failed?** SB
لماذا تعتقد أن سارة ذكرتهم بـ «الإصرار» عندما فشلت أفكارهم؟

• She wanted to help them stay strong and keep trying until they succeeded.

5. **How did teamwork make the children's friendship stronger?** SB
كيف جعل العمل الجماعي صداقة الأطفال أقوى؟

• By sharing the work and respecting each other, they became closer friends.

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1 Choose the correct answer from a, b, c, or d:

1 In the cheerful village, there was an annual invention ..... for the children.

a) fair b) farm c) fear d) fire

2 In the first meeting, Omar wanted to finish quickly and take the ..... .

a) book b) lead c) door d) back

3 Sara stopped everyone and said gently, "We need to be ..... because everyone's ideas matter."

a) bad b) lazy c) fair d) angry

4 When their ideas failed, Sara reminded them to have ..... and never give up.

a) determination b) suggestions c) materials d) boxes

5 Lily suggested using eco-friendly ..... for their new machine.

a) animals b) birds c) materials d) games

2 Write True (T) or False (F):

1 Sara wanted to ignore the ideas of her team. (.....)

2 The team gave up when their ideas failed at first. (.....)

3 The children decided to build a Water-Saving Machine. (.....) SB

4 Omar wanted to take the lead and finish quickly. (.....) (الأكتمبر 2026)

5 Lily felt left out because they didn't listen to her ideas. (.....) (القاهرة 2026)

3 Answer the following questions:

1 What did the team of children decide to build? (القاهرة 2026)

.....

2 Why do you think sharing ideas is useful for children?

.....

3 What was Omar's role in building the machine?

.....

4 Why do we have to respect others' ideas and be fair?

.....

5 Why do you think we should be honest? (الدقهلية 2026)

.....

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Chapter Two:
Does Lily Feel Shy Now?

Remember from Chapter (1)

The five children worked together to build a Water-Saving Machine for their village's annual invention fair. By showing fairness, honesty, respect, and determination, they improved their invention and became better friends.

تعاون الأطفال الخمسة لبناء آلة توفير المياه لمعرض اختراعات قريتهم السنوي. من خلال إظهارهم العدالة، والأمانة، والاحترام، والعزيمة، تحسن اختراعهم وأصبحوا أصدقاء أفضل.

Chapter (2) in points:

1. The team faced a problem because the machine did not work perfectly, and some felt discouraged.
   واجه الفريق مشكلة؛ لأن الآلة لم تعمل بشكل مثالي، وشعر البعض بالإحباط.
2. Sara told them not to lose hope because their purpose was to help people.
   أخبرتهم سارة ألا يفقدوا الأمل؛ لأن هدفهم كان مساعدة الناس.
3. Omar said they had an aspiration to save water for their village.
   قال عمر إن لديهم طموحًا لتوفير المياه لقريتهم.
4. Lily stopped feeling shy and suggested testing the machine again and again.
   توقفت ليلى عن الشعور بالخجل واقترحت اختبار الآلة مرارًا وتكرارًا.
5. The team worked late, supporting each other and respecting every idea.
   عمل الفريق حتى وقت متأخر، وكانوا يدعمون بعضهم البعض ويحترمون أفكار بعضهم البعض.
6. Finally, the machine was ready to use rainwater to water plants and clean pathways.
   أخيرًا، أصبحت الآلة جاهزة لاستخدام مياه الأمطار لسقي النباتات وتنظيف الممرات.
7. The machine wasn't perfect, but it was unique and full of heart.
   لم تكن الآلة مثالية، لكنها كانت مميزة ومليئة بالشغف.
8. The team was proud of their machine and the strong friendship they shared.
   كان الفريق فخورًا بآلتهم وبالصداقة القوية التي جمعتهم.

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Chapter Two: Does Lily feel shy now?

Days passed, and the Water-Saving Machine started to take shape. But the team faced another problem. The machine worked, but not perfectly (1). Some members felt discouraged (2).

How did some members feel when the machine did not work perfectly?

.....

Sara gathered them and said, "Our purpose (3) isn't just to win the competition, it's to help people. Let's not lose hope."

Omar nodded, "We have an aspiration (4)—to save water for our village. We can do this!"

Lily, who felt shy before, found her voice, "We can make it better if we test it again and again."

What was the team's aspiration?

.....

كلمات مهمة

(1) تماماً .....

(2) محبط .....

(3) غرض .....

(4) طموح .....

(5) تقسيم .....

(6) لام .....

(7) مميز/فريد .....

The team worked late, supporting each other. They respected every idea, and organized the work when dividing (5) tasks, and sharing steps along the way. When Karim made a mistake, no one blamed (6) him. Instead, they helped him fix it.

What did the team do when Karim made a mistake?

.....

Finally, the machine was ready. It used rainwater to water plants and clean small pathways. It wasn't perfect, but it was unique (7) and full of heart.

The team were proud of what they built—not just the machine, but the friendship they shared.

What did the machine use to water plants?

.....

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KEY VOCABULARY

1 blame (v)

يلوم

2 perfectly (adv)

بشكل مثالي / تمامًا

3 shy (adj)

خجول

4 unique (adj)

فريد / مميز

VOCABULARY ON READING

Word	Part of Speech	المعنى
aspiration	(n)	طموح
discouraged	(adj)	محبط
divide	(v)	يقسم
gather	(ed) (v)	يجمع
nod	(ded) (v)	يومئ برأسه / يهز رأسه بالموافقة

Word	Part of Speech	المعنى
organize	(d) (v)	ينظم
pathway	(n)	مسار / طريق
purpose	(n)	غرض
rainwater	(n)	مياه الأمطار
task	(n)	مهمة

LANGUAGE EXPRESSIONS AND PREPOSITIONS

Expression	المعنى
along the way	على طول الطريق
days passed	مرت / انقضت الأيام
find my voice	أعبر عن نفسي
full of heart	ملوء بالشغف

Expression	المعنى
lose hope	يفقد الأمل
make a mistake	يرتكب خطأ
share steps	يشارك الخطوات
take shape	يتشكل / يتكون

DEFINITIONS

invisible	خفى	cannot be seen
respect	احترام / يحترم	showing care and kindness to others
courage	شجاعة	being confident, not afraid
ambition	طموح	a strong desire to achieve

(1) care
عناية / اهتمام

(2) desire
رغبة

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COMPREHENSION QUESTIONS

1. **What was the problem that faced the team?** SB — ما المشكلة التى واجهت الفريق؟
   - The machine worked, but not perfectly.
2. **What happened when Karim made a mistake?** SB — ماذا حدث عندما ارتكب كريم خطأ؟
   - No one blamed him. Instead, they helped him fix it.
3. **How was the machine useful?** SB — كيف كانت الآلة مفيدة؟
   - It used rainwater to water plants and clean small pathways.
4. **What was the main purpose of the team?** SB — ماذا كان الهدف الرئيسي للفريق؟
   - Their main purpose was to help people and save water for their village.
5. **What was the team proud of at the end?** SB — بم كان الفريق فخورًا في النهاية؟
   - They were proud of the machine they built and the friendship they shared.

CRITICAL THINKING QUESTIONS

1. **Why do you think we shouldn't blame people who make mistakes?** SB — لماذا تعتقد أنه لا ينبغي علينا لوم الأشخاص الذين يرتكبون أخطاء؟
   - Because blaming makes people sad, but helping them fix the mistake makes the team stronger.
2. **How do you think Lily, who felt shy before, could find her voice?** SB — كيف تعتقد أن ليلي، التي كانت خجولة من قبل، استطاعت التعبير عن نفسها؟
   - She realized that her thoughts and feelings matter.
3. **Why is it important to support each other when working late?** SB — لماذا من المهم دعم بعضنا البعض عند العمل حتى وقت متأخر؟
   - It is important because it keeps everyone happy and gives them energy.
4. **How did testing the machine again and again help the team?** SB — كيف ساعد اختبار الآلة مرارًا وتكرارًا الفريق؟
   - It helped them find their mistakes and fix them.
5. **What do you think "full of heart" means when talking about the machine?** SB — ماذا تعني عبارة «مليء بالشغف» عند الحديث عن الآلة؟
   - I think it means they built it with care, love, and teamwork.

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1 CHOOSE THE CORRECT ANSWER FROM A, B, C, OR D:

1. **The machine used ..... to water plants and clean small pathways.** SB
   a) wastewater b) rainwater c) salty water d) water vapor

2. **Some members of the team felt ..... when they faced another problem.** SB
   a) excited b) happy c) proud d) discouraged

3. **When Karim made a mistake, no one ..... him.** SB
   a) helped b) noticed c) blamed d) praised

4. **Sara reminded her friends of their ..... .** SB
   a) purpose b) competition c) aspiration d) rainwater

5. **The team offered help when Karim made a/an ..... .** SB
   a) mistake b) hope c) aspiration d) pathway

2 WRITE TRUE (T) OR FALSE (F):

1. The team divided tasks among them. (.....) (القاهرة 2026)
2. The machine didn't work after hard work. (.....) (المنوفية 2026)
3. When Karim made a mistake, they didn't help him fix it. (.....) (المنوفية 2026)
4. The children gave up after the first failure. (.....) (الغربية 2026)
5. At the end, the team was proud of the machine and the friendship they shared. (.....)

3 ANSWER THE FOLLOWING QUESTIONS:

1. What did the children do when Karim made a mistake? (الدقهلية 2026)

.....

2. How was the machine useful? (دمياط 2026)

.....

3. What did Lily suggest they do to make the machine better?

.....

4. Why do you think we shouldn't blame other members of the team who make mistakes?

.....

5. If you are doing a project, is it important to have a clear purpose? Why?

.....

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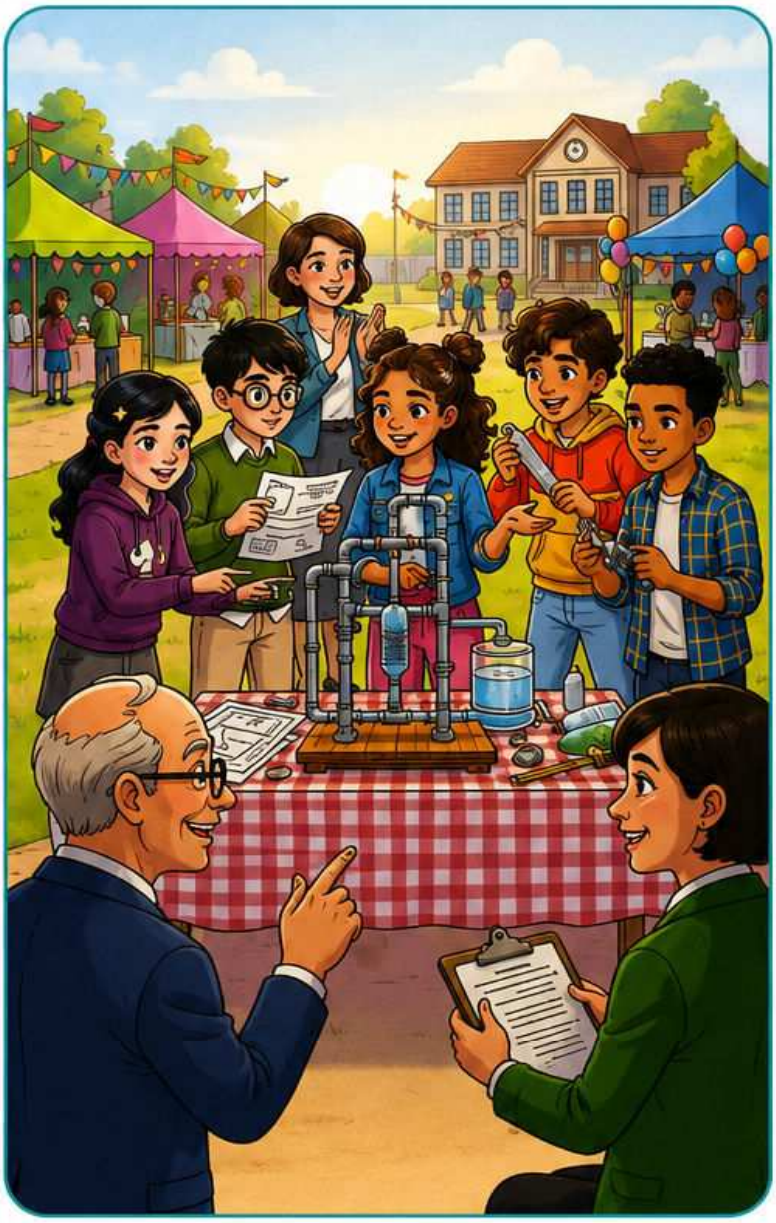
3 Chapter Three: A Team of Tomorrow



Remember From Chapter (2)

The team built a Water-Saving Machine, but it did not work perfectly at first and some members felt discouraged.

By working together, supporting each other, and testing their ideas many times, they improved the machine and felt proud of their teamwork and friendship.

بنى الفريق آلة لتوفير المياه، لكنها لم تعمل بشكل متالي في البداية وشعر بعض الأعضاء بالإحباط. لكنهم عملوا معا، ودعموا بعضهم البعض، واختبروا أفكارهم مرات عديدة، حتى حشنوا الآلة وشعروا بالفخر بعملهم الجماعي وصدايقتهم.

? - How did the team overcome the problems they faced while building the Water-Saving Machine?

.....

Chapter (3) in points:

1. On the day of the Invention Fair, the playground was filled with colorful tents.
   في يوم معرض الاختراعات، كان فناء المدرسة مليئًا بالخيام الملونة.
2. Sara and her team explained their Water-Saving Machine clearly and confidently.
   شرحت سارة وفريقها آلة توفير المياه الخاصة بهم بوضوح وثقة.
3. Sara told the judges they wanted to create something with a purpose to help their village.
   أخبرت سارة الحكام أنهم أرادوا ابتكار شيء لمساعدة قريتهم.
4. The judges were impressed by the machine, the teamwork, and the respect they showed.
   أعجب الحكام بالآلة، والعمل الجماعي، والاحترام الذي أظهروه.
5. Another team won first prize, but Sara and her friends did not feel sad.
   فاز فريق آخر بالجائزة الأولي، لكن سارة وأصدقائها لم يشعروا بالحزن.
6. The teacher said honesty, cooperation, and teamwork are more important than any trophy.
   قال المعلم إن الصدق والتعاون والعمل الجماعي أهم من أي كأس.
7. They promised to help others with kindness, respect, and courage in the future.
   وعدوا بمساعدة الأخرين بلطف واحترام وشجاعة في المستقبل.
8. From that day, they became known as "The Dream Team" in their village.
   منذ ذلك اليوم، عرفوا باسم "فريق الأحلام" في قريتهم.

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KEY VOCABULARY

1 cooperation (n)

تعاون

2 meaningful (adj)

ذو معنى / هادف

3 impressed (adj)

مُعجَب / مُتأثر

4 trophy (n)

كأس

5 judge (n)

حَكَم / قاضٍ

6 winner (n)

فائز

VOCABULARY ON READING

Word	Part of Speech	المعنى
clap (ped) (v)	(v)	يصفّق
clearly (adv)	(adv)	بوضوح
colorful (adj)	(adj)	ملوّن / زاهي الألوان
competition (n)	(n)	مسابقة / منافسة
confidently (adv)	(adv)	بثقة
courage (n)	(n)	شجاعة

Word	Part of Speech	المعنى
kindness (n)	(n)	لطف / طبية
present (ed) (v)	(v)	يقدّم
respect (n) (ed) (v)	(n) (v)	احترام / يحترم
tent (n)	(n)	خيمة
unity (n)	(n)	وحدة / اتحاد
values (n)	(n)	قيم

LANGUAGE EXPRESSIONS AND PREPOSITIONS

Expression	المعنى
filled with	ممتلئ بـ
hold hands	تشابكوا الأيدي

Expression	المعنى
known as	يُعرَف بـ
win first prize	يفوز بالجائزة الأولى

DEFINITIONS

cooperation	تعاون	working together to achieve a goal
respect	احترام	showing care and consideration for others
courage	شجاعة	being brave and facing difficulties
values	قيم	the beliefs and principles that guide our actions

(1) care
عَناية / اهتمام

(2) belief
اعتقاد

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CHAPTER THREE

A TEAM OF TOMORROW

01 On the day of the Invention Fair, the school playground was filled with colorful tents and curious visitors. Teams presented(1) their projects with excitement. Sara and her team explained their Water-Saving Machine clearly(2) and confidently(3).

Q What was the school playground filled with?

.....

02 The judges(4) smiled and asked, "Why did you choose this project?" Sara answered, "We wanted to create something with a purpose(5) to help our village." The judges nodded (هزَّ الحكام رؤوسهم بالموافقة) , impressed(6) not only by the machine but also by the teamwork and respect the group showed.

Q Why did the children choose this project?

.....

03 Though مع أن another team won first prize, Sara and her friends didn't feel sad. Their teacher clapped proudly and said, "You are the real winners(7). You showed honesty, cooperation, and teamwork. These values(8) are more important than any trophy(9)."

Q What is more important than any trophy?

.....

04 The children smiled and held hands(10). They knew they had created something meaningful—not just for the competition, but for their community and for themselves. They promised to carry these values into the future and help others with kindness, respect, and courage.

From that day, they became known as "The Dream Team" in their village—a team with heart, purpose, and unity.

Q What did the children become known as in their village?

.....

VOCABULARY IN CONTEXT

1. قدم .....
2. يوضح .....
3. بثقة .....
4. الحكام .....
5. غرض / هدف .....
6. مُنبهر .....
7. الفائزون .....
8. القيم .....
9. كأس .....
10. تشابكوا الأيدي .....

TEAMWORK MAKES DREAMS WORK!

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Understanding the Text

1. What was Sara and her team's project?

---

2. Who were impressed by Sara and her team's project?

---

3. Who are the Dream Team?

---

4. Did Sara and her team win first prize?

---

5. How did the children present their project?

Who are the Dream Team?

- Sara
- Omar
- Zain
- Lily
- Karim

Critical Thinking Questions

1. Why do you think Sara and her team weren't sad when they lost?

---

2. Do you think values are more important than a trophy? Why?

---

3. Why do you think the teacher called them the "real winners"?

---

4. In your opinion, how can the "Dream Team" use their values in the future?

---

5. Why is it important to have a purpose when making something new?

Think Deeper!

"It's not about winning. It's about doing your best and helping others."

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1 Choose the correct answer from a, b, c, or d:

1. The school playground was filled with colorful ..... .
   a) tents b) flowers c) boxes d) tools
2. Sara and her team explained their ..... clearly and confidently.
   a) drawings b) homework c) activities d) project
3. After the competition, the team became known as "The ..... Team".
   a) Winning b) Smart c) Dream d) Invention
4. The word "trophy" means ".....".
   a) a title b) a prize awarded c) a competition d) a machine
5. The teacher called them the "real .....".
   a) leaders b) dreamers c) losers d) winners

2 Write True (T) or False (F):

		T	F
1	The children promised to carry the values into the past.	☐	☐
2	Another team won first prize.	☐	☐
3	The team became known as "The Dream Team".	☐	☐
4	Sara and her team were afraid to explain their project to the judges.	☐	☐
5	The teacher said a trophy is more important than honesty and cooperation.	☐	☐

3 Answer the following questions:

1. Where did the annual السنوي Invention Fair take place?
   .....
2. What three things were the judges impressed by?
   .....
3. What was the main purpose of the Dream Team?
   .....
4. Do you think the teacher was proud of the children? Why?
   .....
5. Which is more important the values you learn or the trophy you win in a competition?
   .....

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امسح الباركود بالموبيل لتثبيت التطبيق وتحميل كل الملازم مجانا وبسرعه

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Dr.MoRizK